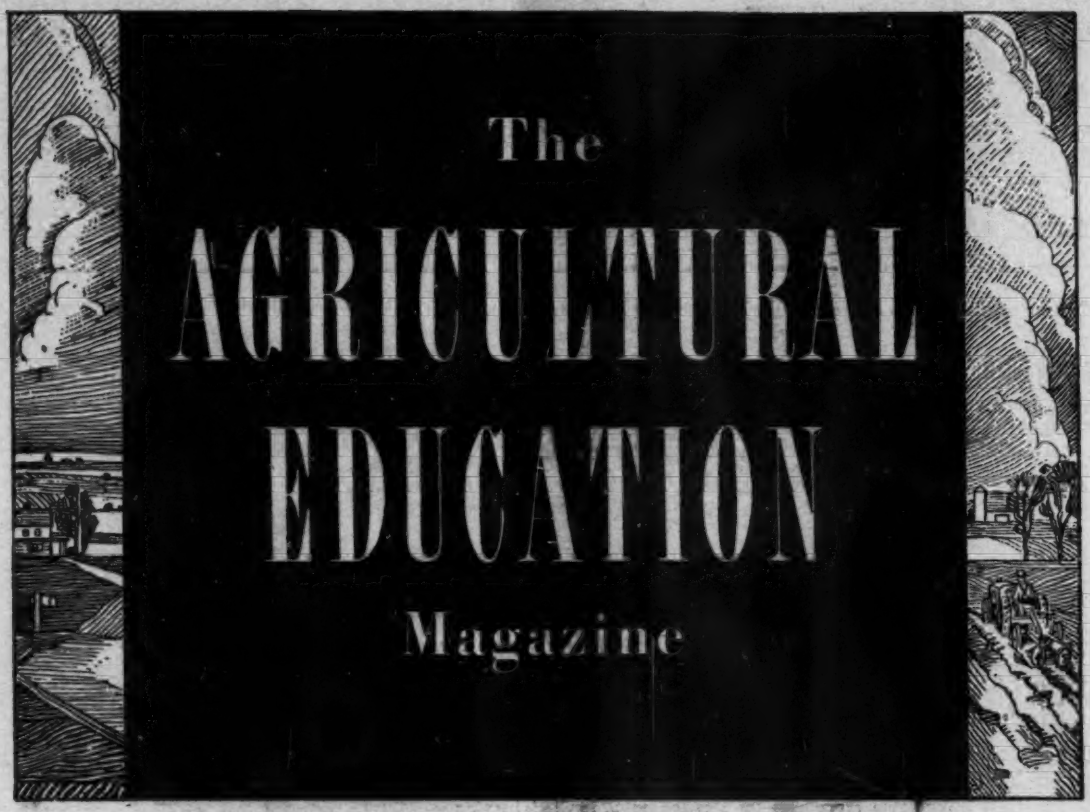
Vol. 13 December, 1940 No. 6



EVERY TIME one man puts a new idea across he finds ten men who thought of it before he did. But they only thought of it.

—International Paper Monthly.

VOCATIONAL AGRICULTURE
For TEACHERS Teacher-Educators And Supervisors
OFFICIAL PUBLICATION

The Agricultural Education Magazine

A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by the Meredith Publishing Company at Des Moines, Iowa.

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Subscription price, $1 per year, payable at the office of the Meredith Publishing Company, Des Moines, Iowa. Foreign subscriptions, $1.25. Single copies, 10 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals, and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.

Entered as second-class matter, under Act of Congress, March 3, 1879, at the post office, Des Moines, Iowa.

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Editorial Comment

Why Train Negro Leaders in Agricultural Education?

DURING the past two decades 7,000 Negro farm families in the southern states have each year packed up their belongings and moved to the towns and cities. Counting an average of six persons per family it can be readily found that over 800,000 Negroes were represented in this exodus to the city during the past 20 years. This trend, if continued unchecked for two generations, will find most of the Negro population of the United States concentrated in the urban centers, where they will probably exist largely by charity or direct relief. Furthermore, since the death rate of urban Negroes usually exceeds the birth rate, the crowded city conditions can eventually result in the racial extinction of the Negro people. This situation is of great importance to the Negro race because almost half of the American Negroes are southern farmers. Most of them are tenants and sharecroppers in the lowest income group, "blessed" with poor housing, poor health, and a lack of education.

Many causes have contributed to this urban drift of the Negro farm population, such as soil erosion, the mechanization of farming, and pressure of population on the land. But over and beyond all these things is the fundamental fact that the Negro farmer is not sufficiently trained to meet the complex farming situation that all these factors have produced.

In order to improve this situation for the Negro farmer he must be provided with adequate farmer-training based upon his actual needs, and a well-trained Negro leadership to render assistance to both individuals and groups. Only in this way can the Negro farmer meet the competition that he now faces and survive as a successful farmer. The solution, therefore, resolves itself into securing Negro leaders who are qualified in leadership and well trained in technical agriculture.

Much of the responsibility for developing these well-trained Negro leaders for rural America belongs to the Negro land-grant colleges. It is therefore important that these institutions should continually improve their training programs for agricultural leaders. In order to develop this type of leadership, the land-grant colleges must maintain a highly competent staff of instructors who are practical men, well trained in agriculture and also thoroly experienced in agricultural leadership. Securing a competent staff of instructors is one of the most serious questions that the Negro colleges have to face.

Twenty years ago, quite a number of educational foundations provided fellowships and scholarships that enabled deserving capable Negro men to become well trained for the positions on the college teaching staffs. As a result of this assistance most of the Negro land-grant colleges have well-trained faculties in the field of agriculture. However, in the next 10 or 15 years most of these well-trained men will be retired from the teaching service due to their advancing age.

Due to their low income many capable, deserving Negro teachers find it beyond their means to pursue graduate study in the northern agricultural colleges unless they are able to secure additional assistance from some source. And in recent years, it has been increasingly difficult to secure a scholarship for advanced study; consequently at present very few Negroes are securing the higher training that would qualify them for college positions as instructors in agriculture or agricultural education.

Within the next decade the Negro agricultural colleges may find themselves unable to staff their institutions with men who are capable of producing the type of agricultural leaders who can render assistance to the rapidly decreasing Negro farmers of the South.

In attempting to solve this problem, the South is faced with two vital questions:

1. Should the South provide an advanced educational program that will develop well-trained agricultural leaders for its Negro population?

2. Should the southern states unite to provide this advanced educational program in one or two first-class institutions, or should it be left for each state to make its own provisions for training in a smaller way?—W. N. Elam, Washington, D. C.

The Meaning of Occupational Adjustment

AMONG those who have of late made surveys of youth, most are agreed that American youth are faced with problems of "occupational adjustment." But, curiously enough, the interpreters of these surveys have not always meant the same thing.

There are those who interpret adjustment as meaning the wise choice of occupations, and nothing more. Others are thinking of placement and adjustment to the job. In our opinion the concept of occupational adjustment includes vocational training in addition to guidance, since success and progress on the job do depend in large degree on proficiency of the worker. There are those, however, who would minimize or even rule out training as essential adjustment.

A representative of a research foundation recently reviewed a publication by his institution. In his review he commended the author for "steering clear of indicating that the answer to vocational adjustment lies in vocational training, as zealots in the vocational camp—as prejudiced in their point of view as the classicists are in theirs—doubtless believe that he should."

Perhaps it is true that, as the reviewer says, vocational educators are prejudiced. Perhaps it would be well for them to re-examine their assumptions and principles. However, we have never known of any recognized leader in vocational education who has inferred that vocational training was the sole answer to the problem of vocational adjustment. In fact, the present trend is quite the opposite. In vocational agriculture, for example, increasing attention is being paid toward supplementing training with guidance. Witness the increased attention by teachers of agriculture to the selection of students, to placement and progressive establishment in farming, and attention to guidance problems of out-of-school youth. Vocational agriculture has always involved much more than training in manipulative skills. But the reviewer in question infers that *all* kinds of vocational education are pretty much alike.

One handicap of which some surveyors of youth are unaware is that many of them do their work of investigating and writing in the atmosphere of cities and large industries. They see many workers at tasks involving abilities for which only a small amount of training seems necessary. They may forget about the millions otherwise employed. As a result they make statements which they probably really don't mean, such as, "Vocational training is unnecessary because industry will train its own workers," or "Most jobs can be learned in a few hours." The absurdity of such statements when applied to the thousands of occupations outside large industrial plants is apparent to every informed person. Farming ability takes years to develop. One could provide guidance, or occupational adjustment in the narrowly-defined sense, indefinitely without producing a young farmer who could succeed in solving complicated present-day problems in farm operation.

In deciding what youth need in the way of occupational adjustment it is not a question as to whether it is guidance *or* training. We must have both. The sooner the guidance zealots with a restricted concept see this the sooner will youth get some real help.

Not all who have investigated problems of youth have seen eye to eye thus far. It is important that every group examine its own prejudices, if any, and unite constructively in understanding and bringing about occupational adjustment.

A TEACHER, especially a teacher of agriculture and rural life, should be happily committed to his profession as a life work. I cannot recall meeting a young man planning to enter the ministry or already in the ministry who is not happily and definitely set for a life career in that profession. I have coveted for the teaching profession such settled devotion to the task as the ministry has. There are enough of such men now teaching agriculture to prove that it is a profession worthy of the best in strong men.—Aretas W. Nolan, Illinois, from *The Fan Mill.*

A. K. GETMAN **Professional** R. W. GREGORY

Agricultural Education of Less Than College Grade in the United States

DR. RUFUS W. STIMSON, Supervisor Emeritus of Agricultural Education, Massachusetts; and Research Collaborator in Agricultural Education, U. S. Office of Education

MARCH 29, 1939, Dr. J. W. Studebaker, Commissioner of Education, announced that the U. S. Office of Education had undertaken the project of writing the story of agricultural education of less than college grade in the United States, based on its historic development. "It is our desire," he said, "that every state shall be completely and justly covered."

R. W. Stimson

AT THE Baltimore Convention of the American Vocational Association in 1937 it became known that Dr. Rufus W. Stimson was to retire after 41 years of service in agricultural education, including 36 years as supervisor of agricultural education in the state of Massachusetts. Because of this rich experience and his ability as a writer, Dr. Stimson's friends urged him to write a history of agricultural education of less than college grade.

After more than a year of consideration by Dr. Stimson of the proposal, and six months of planning on the part of the staff of the U. S. Office of Education, Dr. Stimson was named Research Collaborator in Agricultural Education in the U. S. Office of Education, and the facilities of the office were placed at his disposal. He has had the wholehearted co-operation of workers in Washington and in every state and territory.

Because of the monumental nature of this research, the number of different persons aiding in the project, and the interest already made manifest in the outcome of the entire undertaking, Dr. Stimson was requested by the editor to present a brief sketch of the project which would be in the nature of a progress report. We are glad Dr. Stimson has responded with this resume for our readers of activities in such a significant piece of work.

I. A Co-operative Project

Dr. Studebaker further announced that on March 8, 1939, I had been appointed Research Specialist in Agricultural Education in the U. S. Office of Education for the purpose of assisting in this project. In order that each state might be "amply and accurately included," he proposed that at least three representatives be designated for official duty in every state. We were to work together. Accordingly, he invited each principal state-school officer to designate: (1) One person representing general education and agricultural courses therein, and (2) one person representing the separate field of vocational education in agriculture; and the president of each land-grant college of agriculture to designate (3) at least one representative. Action has been favorable 100 percent, excepting that by common consent, in Nebraska and Ohio, a single spokesman in each state has covered all fields. These more than 150 official representatives have been assembling and writing up authoritative data.

II. Lay-out and Procedure

For the possible assistance of these official representatives in all states five releases have been issued, with typewritten or longhand notes of transmittal. Three of these follow:

Release No. 2, March 29, 1939

This release was attached to the invitations sent by Dr. Studebaker.

"Research Project Proposal"

Title: *Story of Agricultural Education of Less Than College Grade*

Purpose: To meet the need for a historical account of agricultural education of less than college grade in the United States, and of the development of the underlying educational philosophy of agricultural education.

1. Make a complete chronology, arranged by states in alphabetical order, with maps, charts, and photographs, showing geographical distribution, facilities for instruction, placement in farming, comparative cost, and kindred details, vocational and non-vocational.

2. Include for vocational and non-vocational and for both white and Negro courses in public schools, separate schools, publicly supported schools, schools at colleges, normal schools, private schools, church schools, charity schools, and correctional institutions.

3. Cover these eras:
   - Era of awakening, to the passage of the first land-grant college act in 1862.
   - Era of comparative quiesence, 1862–1907.
   - Era of sharp attack, with local and state aid, 1908–1917.
   - Era of far-flung experience, with concerted local, state, and federal aid; and without federal aid; 1917—

4. Spotlight, by fair sampling, outstanding vocational and non-vocational personalities and philosophies, problems and procedures, placement, and other outcomes.

5. Conclusion: Evaluate results, and prepare constructive policies and proposals—By cross-sectioning the country as it is today for the best things in it in agricultural education of less than college grade; giving credit where credit is due; and drawing from past accomplishments, current trends, and present proposals, the guiding principles, encouragement, and inspiration needed to meet successfully the practical problems of the hour.

Release No. 10, January 22, 1940

This release, sent by myself to all concerned, reviewed what had been accomplished, illustrated preferred kinds of dating, and proposed that all contributions be prepared in triplicate. Following are particularly important excerpts:

1. *Present Status of Our H. A. E. Project*

"This H. A. E. project was begun and is being completed as a public service, under public control.

"J. C. Wright, Assistant Commissioner for Vocational Education, is, by authority of Commissioner Studebaker, its immediate sponsor; with F. W. Lathrop, Specialist in Agricultural Education (Research), his spokesman; with L. S. Hawkins, first chief of the federally aided Vocational Agricultural Education Service, his advisor; with the present Chief of the Agricultural Education Service, J. A. Linke, in general charge; and with myself, first as Research Specialist, and since last September 8, as Research Collaborator in Agricultural Education, the organizer, editor, and a contributor.

"New Jersey was first. It completed its returns before September 7, 1939. New York was second, and Ohio third. Other states have promised prompt completion of their stories.

"Forty-seven states have designated two or more, some four or five, representatives each. One hundred percent participation is intended and confidently expected."

2. *Page Allotments to States*:

"Special page allotments are now intended for six states in which exceptional and fundamentally sound progress had been made prior to the Smith-Hughes Act. "Like coverage of other states than these six is desired but restricted, of necessity, to fewer pages.

"To each state department and land-grant institution representative will be given the right to decide what to cut and what to keep."

3. *Division of Labor by State Department Representatives*

"Our Release No. 4 suggested that representatives from state departments of Education might initial those items for which each would hold himself responsible."

4. *Agreement in Statements of Fact*

"Officially designated representatives of each state are urged to go over their contributions together, for the 'on-the-spot' correction of any possible discrepancies in dates or other items of fact."

5. *Originals Requested for the U. S. Office of Education Library*

"It is intended that the original manuscript of each story sent us shall be preserved, exactly as submitted, in the U. S. Office of Education Library .There it will remain for study *in extenso*, catalogued by title and author or authors. Reference to it will be made in our proposed book."

6. *Distinct Copies Are Requested for Tabulating and Compiling*

"A distinct copy of each story is requested. With originals preserved intact, as above planned, the copies can be marked and cut in whatever ways may be necessary to fit the data submitted into tabulations and to effect any condensation necessitated by the page limits put on this presentation of highlights of progress and promise for the United States as a whole."

7. *Authors May Publish Their Stories at Will*

"If you make your stories brief records, carefully dated and documented, such as the citizens of your home states will be pleased and proud to read, the urge to publish may seize you. It has already been felt and expressed in one state.

"Please feel free to publish when and where you will. All we request is that you reserve for us the right to publish, in whole or in part, whatever you may be good enough to send us; and tell us where, if you have published it, your paper can be found in print."

Release No. 13, April 15, 1940

This release, sent by myself, included excerpts from replies to requests for rulings and for more detailed suggestions than those found in Nos. 2, 4, 6, or 10, an important item of news, and requests for items of information in some cases then lacking, such as attempts to use school-owned or -controlled land, to develop guidance instruction, to provide teamwork, and to insure successful placement and follow-up programs.

It was explained that nothing needed to be rewritten, that the specific information desired could be added in appropriately-captioned sections, in cases where stories had been completed and sent in.

The No. 13 items shown by the following excerpts were considered particularly important:

"1. *General Education Board Grant*

"Commissioner Studebaker, in letters dated February 12 last, has released this important information:

> 'The General Education Board has made a grant to the United States Office of Education in connection with the History of Agricultural Education. This project will be completed in 1940.'

"This General Education Board approval and support will be appreciated by all concerned.

"2. *Advisory Committee*

"An advisory committee has been appointed to assist Mr. Linke in connection with this grant; and Mr. L. H. Dennis, Executive-Secretary of the American Vocational Association, has been added to the responsible personnel listed in our HAE No. 10. Mr. Hawkins, Mr. Dennis, and Dr. Lathrop will make up this advisory committee.

"4. *Twilight-Zone Coverage*

"Certain borderline or twilight-zone activities almost demand conference and agreement on coverage between representatives of agricultural colleges and state boards of education.

"Of such the following may be cases:

"(1) *Courses of Less Than College Grade*

"In some states courses—evening, part-time, and other—have been given co-operatively; in some, separately by the Agricultural College, by the Agricultural Extension Service, or by the Vocational Education Service.

"It is assumed that Dr. A. C. True has sufficiently covered separate Agricultural Extension Service Courses.

"It is assumed that the representatives of vocational agricultural education will sufficiently cover separate courses given by workers in that service.

"It is assumed that the land-grant college representatives will cover all separate courses given on the college premises or elsewhere, by their several institutions.

"Records from some states of courses co-operatively given are impressive; but such courses have not been covered in every state.

"What radical redirection of courses, if any, has the spread of agricultural instruction to local centers, and even to individual farms, by county agricultural agents and by workers in vocational agricultural education made necessary? In New Jersey, for example, earlier and more elementary instruction has been left to such agents and workers, and for some years has been displaced by advanced and specialized courses, on the campus and elsewhere, designed to keep county agricultural agents, vocational agricultural instructors, and alert farmers in charge of agricultural commodity group affairs, up to the minute. A sharp fall in the short-course attendance curve has been succeeded by a sharp rise in that curve in consequence.

"We desire to know what has been the experience in every state where such co-operative or mutually supplementary courses have been provided. The trends they show may be highly important."

It was suggested that on short courses, given co-operatively, there should be conference and agreement by the state education department and college representatives as to their coverage, including what was to be said, who should say it, and a proper distribution of credit among those sharing the work and cost.

"(2) *Agricultural Teacher-Training*

"In some states agricultural teacher-training and agricultural education supervising meet in the field.

"Contributors may confine their resumes to ideas and action at local centers, to what has been on foot afield which has been inextricably involved in the following activities, and in which agricultural teacher-trainers have had active parts at and around local centers: (A) Teaching at the school and on the farm; (B) Supervised practice teaching; (C) Followed-up apprentice teaching; (D) Itinerant service to employed teachers, up-grading teacher activities."

Whether such activities in a state should be covered by the state education department or by the college representatives, we were willing to leave to conference and agreement between them.

"(3) *Guidance*

"General education has included agricultural courses, elementary school, secondary school, or both, which have made valuable contributions to instruction in guidance.

"It has long been known that 'any boy anywhere' might benefit from Boy-Scout try-out help toward wise choice of a career and education therefor, under trained local leaders and counselors. More recently there have been vividly illustrated Boy-Scout lesson sheets. The claim is not extravagant that 48 have dealt with matters 'of importance to country life, agriculture, and the agricultural enterprises, sciences, and business.'

"Good aids, here and there, have been had in Boy-Scout manuals, merit badge contests, and honors; in nature study and life leaflets, books, and field observations; and in 4-H Club projects, primers, records, exhibits, stories, trips, prizes, and promotions.

"Particularly useful have such aids been found in recruiting carefully selected pupils for classes in vocational agriculture.

"Other pre-entrance try-out plans are reported to have contributed to training and establishment in farming."

We desired to have state education department contributors jointly agree on the coverage of such accomplishments, if any, in their several states; and to give credit to those to whom credit is due.

"(4) *Placement and Follow-up*

"There have been those who have featured guidance as vital at all age levels, and in all types, of agricultural education of less than college grade.

A. Pre-entrance for supervised try-out farm experience
B. Undergraduate: farming adjustments and readjustments
C. Graduate: transition placement (youth); permanent placement (adult)
D. Community Service: Part-time farmer adjustments and readjustments; occasional service apart from youth and adult courses

"To them, pre-entrance contacts and post-graduation follow-up have been the two sides of the shield which have made in-school programs distinctively vocational —with establishment in increasingly pleasant and profitable farming as direct results."

We wanted to know what have been the most fortunate methods and results of placement, follow-up, and establishment in farming in each state.

"(5) *Teamwork*

"In some states, teamwork activities—in which there has been fortunate co-operation between agricultural instructors and other groups, such as the Grange, Farm Bureau Federations, Rotary and Kiwanis Clubs, chambers of commerce, local, state, and national fair associations, co-operative buying and selling organizations, parents, employers, advisory committees of farmers, and county and college agricultural extension service workers—have been recorded, and important trends noted."

We hoped to learn what fortunate teamwork experience has been had, and what important trends have been observed, in the several states.

"5. *Normal School Courses*

"Normal schools in some states have fo-

cused the training of teachers for elementary and secondary schools in part on agricultural education of less than college grade and its competent development."

We desired to know what, if anything, has been done in the several states by normal schools in this regard, and what trends toward more or less work of this kind are evident, and why.

"6. *Vocational Agricultural Education: In What Schools?*

"(1) *Public Schools*

"How is . . . vocational agricultural education provided: in separate schools (state, district, county, or other); in high schools?

"In Alabama, for example, separate agricultural schools which first were intended to serve sizable districts have become local secondary vocational agricultural schools.

"In New York, again for example, the state schools of agriculture are in process of becoming state institutes of applied arts, including agriculture in some cases, primarily for high-school graduates, but still of less than college grade; while in the state as a whole, high-school vocational agricultural departments predominate."

Some states have been able to provide vocational education in agriculture in city high schools.

We desired to know what trends have been marked toward, or away from, city or separate schools.

"(2) *Private Schools*

"In some states, church and charity schools have provided agricultural education of less than college grade. In notable instances these have operated farms, both for self-support and for training in practical farming.

We hoped to find out what has been distinctively vocational and most memorable in the aims, the methods, and the successful placement of graduates in farming occupations, of these schools; and particularly what have been the trends to date toward increasing or decreasing vocational agricultural education in such schools.

"(3) *Custodial or Correctional Schools*

"It appears to be common practice among the states to locate custodial or correctional institutions for minors in need of restraint or reform, on farms.

"We hope that the representatives of state education departments will assist us in assembling information about how, if at all, in each state, these farms have been capitalized consciously for agricultural education, placement, and follow-up purposes. Contributions to such enlightened endeavor ought to be remembered, and may be illuminating and inspiring."

Further information was desired regarding what upgrading progress by means of agricultural education has been made in each state, and what trends are evident with reference to the use for education, or lack of such use, of farms by custodial or correctional institutions.

"7. *Use of School Land*

"Various ways of using school-owned or -controlled land have been tried, here and there, in different states, such as:

"(1) For school farms.

"(2) For trial projects, testing the desirability and adaptability to local conditions of new varieties, new equipment, and the like, independently or in co-operation with state experiment stations.

"(3) For demonstration projects, intended to afford experience with well-tested and well-proved practices and products believed to be 100 percent desirable and adaptable to local conditions, conducted independently, or in co-operation with state extension services.

"(4) For teaching materials, grown for class and laboratory uses.

"(5) For other purposes."

We desired to know what uses, if any, have been made of school-owned or -controlled land in the several states, and what trends have been noted.

"8. *Future Farmers of America*

"(1) What fortunate experience has there been in your several states with local and state associations of students of vocational agriculture, prior to the organization of the F. F. A.?

"Who was responsible in the first case? At what date? Were any disbanded, or have all been merged in the F. F. A.?

"(2) Has your F. F. A. been an integral part of your service in vocational education in agriculture?

"If so, how long; and just how have you safeguarded student initiative and responsibility?

"(3) What fortunate guidance and teamwork parts have your students had in recruiting, by serving as local Boy-Scout or 4-H Club leaders, or by other means?

"How long and how generally have such guidance and teamwork activities been included in the local F. F. A. programs of work of your several states?

"(4) At what age and year in school, if at all, have F. F. A. members been led to become members of adult commodity groups or other organizations, such as established farmers consider essential to their success?"

Knowledge was desired of what F. F. A. ideas and action in such particulars the several states have developed, from time to time, and what F. F. A. trends the representatives of state education departments consider evident.

"9. *Pioneers*

"Most states have had outstanding individuals who have richly earned the right to grateful remembrance as pioneers in the particular zone of agricultural education to which our endeavor is devoted."

We desired to have citations from each state of its individuals, if any, who have done most for agricultural education of less than college grade in the United States, for an *In Memoriam* or *Honor Roll* part, which we are considering and may desire to include.

III. Purpose and Progress

1. Authentic and Authoritative Data

The U. S. Office of Education could not hope, within any reasonable length of time, to send a representative into each state to live and study long enough to become intimately acquainted with all the ins and outs of its educational traditions and current conditions. It chose the better way, with resulting co-operative contributions far exceeding our best expectations. Painstakingly prepared, as if for the home folk, and forwarded with official approval to be drawn upon for this project, these contributions have merits of authenticity and authority which are unique.

2. Willing Workers

Manuscripts, prepared in triplicate, of various lengths, and written by those indigenous to the educational conditions which they recount, have been coming thick and fast. Among them are: one of 160 pages from the Minnesota Agricultural School at St. Anthony Park; a Nebraska story of 33 pages; an Ohio story of 33 pages; Pennsylvania stories, one from the college of 34 pages, and one from the Department of Public Instruction of 46 pages; one of 44 pages from Dr. Griffin, titled "Non-Degree Curricula, College of Agriculture, California," and another from the California State Department of Education of 61 pages; two stories from Iowa, one from Iowa State College of eight pages, and one from the State Department of Education of 86 pages; a great committee job of 301 pages, Dr. John T. Wheeler chairman, titled "Story of Agricultural Education of Less Than College Grade, Georgia"; to mention only a few.

Dr. Griffin closed his California note of transmittal with this paragraph:

"I am grateful for the opportunity of compiling the historical information for the special reason that I have never before had occasion to go thru our records so thoroly. We are looking forward to the monumental work which you have the opportunity of editing, and altho it is no doubt a somewhat nerve-racking task, I know you also will derive a great deal of satisfaction out of the completed work."

3. Not a Syllable to Be Lost

Preparation of contributions in triplicate was first requested in our HAE Circular No. 10. The stories coming in were so interesting and valuable that it seemed to us not a syllable ought to be lost. This triplicate-preparation plan met with instant favor, and is placing this store of historic data, to and including 1940, in expert custody for permanent and ready reference, in libraries both at Washington and at home. Personally, I think that students, future historians, and other interested citizens may thank us more for access—in Washington and in 48 home states, or state to state thru inter-library loan privileges—to this great amount of material, than for the more limited gleanings and findings we may be able to squeeze into our book, which may be limited to 500 pages.

4. Prior Publication

Minnesota will publish its story in a book. Georgia intends to do likewise. Other states have mimeographed their stories for staff or state circulation. Such prior publication in full has been encouraged.

5. More than 3,600 Pages Received

July 1, necessitated by the General Education Board grant as a deadline date for receipt of state and college stories, appears to have been generally acceptable; and I have been finding the support of this co-operative project very delightful. With pardonable exceptions, due to deaths or excessive temporary overloads, we expect the

entire list from 48 state education departments and more than 50 land-grant colleges of agriculture to be completed any moment now. More than 3,600 pages have already been sent for me to work on.

6. Once-in-a-Generation Job

Ours is a once-in-a-generation job. It appears to be so regarded, coast to coast. Certainly the like of it has not been done before in the lifetime of any reader of this article or in mine. The attitude is general that it must be done as nearly right as it is humanly possible for us to do it.

7. A Resume of Purpose and Progress—Not a Preview

Editor Byram asked me to prepare an article on this co-operative project. His request was supported by Dr. Lathrop. And it has been both an honor and a pleasure to respond.

But this article must not be misunderstood. It is not an official preview of our proposed book. Many decisions remain to be made. Much work has yet to be done. What is here presented is strictly a resume of purpose and of progress to date.

8. Our Great Hope

We greatly hope, of course, that when our book is done, all readers will find it an accurate, interesting, historically priceless, and useful educational possession.

Using an Advisory Council

M. C. GAAR, Teacher Education,
Morgantown, West Virginia

THE advisory council is a stabilizing board. It is also a board that will suggest policies, functions, and activities for the department of vocational agriculture. I do not mean by this that the council is to dominate the activities of the teacher of vocational agriculture nor the department. The teacher is responsible for the status of the agricultural program in his community as it pertains to the all-day class students, young farm boys who are out of school and interested in getting established in farming business, and to the progress of the adult farmers who are already established. The magnitude and scope of these responsibilities are tremendous. In fact, unless the magnitude and scope are appreciated by the teacher of agriculture he cannot visualize the need for an advisory council to assist him in setting up the complete long-time and annual community agricultural program.

Every progressive organization that I know of today has, as a part of its administrative setup, an advisory board or council or a board of directors; or it has a committee composed of members at large whose duties are to stabilize the activities of those organizations. The local bank has its board of directors, all civic organizations have their local boards of directors, all churches maintain a very active board of trustees, the Soil Conservation Service has its local executive committee. There are many characteristics in these councils, boards, or committees that are common to all. All of them are characterized by their service and educational objectives. Obviously, in a rural community in which agriculture is a dominant enterprise, none of these organizations is more important than the community agricultural program.

In any community in which a large percent of the people secure their incomes from farm products, the existence and progress of the banks, the civic organizations, the churches, and all other organizations depend very largely upon the progress of the farmers. If the aforementioned groups appreciate the need for advisory boards and boards of directors to direct and stablize their activities, certainly our educational farm groups could very materially profit by having a similar board. Not that the importance of these organizations is minimized. But because of the magnitude of our own program, there is a splendid opportunity to utilize the wise counsel of a few progressive members of the community with the sole purpose of setting up and maintaining a dynamic program of vocational agriculture.

The teacher of vocational agriculture is no more capable of setting up and conducting a broad and progressive agricultural program in a community without the wise counsel of a group of interested men than the bankers, ministers, or others are capable of successfully directing the activities of their churches and banks without the guidance of their boards of directors and boards of trustees. This does not mean that our vocational agriculture teachers are not doing a good job. On the contrary, I sincerely believe that our present state of progress is second to none as an educational agency. This being true, I believe that if we would but take another progressive step by setting up a local advisory committee, we will have added an additional significant move toward even greater possibilities for a more comprehensive community program.

Mr. Cook, author of "Handbook on Teaching Vocational Agriculture," has this to say about the advisory council.

"Every teacher should consider the importance of such a board in working out his community agricultural program of work. An advisory council of five members consisting of progressive farmers, businessmen, the county extension agent, and the superintendent of schools can aid an instructor very much in determining what the community needs most."

How Select Personnel?

The selection of the personnel for this committee or council is very important, yet it is not at all difficult. Since there is such a close relationship between agriculture in the community and other business enterprises it is very necessary that these enterprises be represented on the council so far as it is practical. However, it is my opinion that in no case should the council be composed of fewer than five members nor more than seven.

As to number determining the exact personnel, and the community enterprises or agencies from which they are to come, practice will vary widely. It will depend entirely upon the agencies found in the community and the relative influence of each of these agencies in the community. However, it is suggested that the board be composed of one member of the County Board of Education, the high school principal, a member representing business enterprises, about two of the most progressive farmers, and about two of the moderately progressive farmers. This will make up a composite group representing the entire community fairly well. Obviously, the farmers should come from different sections of the community and, if necessary, represent the different types of farming carried on.

It is not wise to be too hasty in the selection of these members. In fact, the selection should be made by the teacher of vocational agriculture after having discussed the matter with the principal, county superintendent, and other parties. The teacher should think thru his anticipated approach and meet the desirable persons with tact and diplomacy. A very good approach is to have the prospective member understand that vocational agriculture is a joint division of the school that is to serve the community as well as the school proper, and that such a committee has an opportunity to serve the school and the community. They should understand that the course of study should be based on the agricultural needs of the community, and that the teacher of agriculture alone cannot adequately set up such a program. With the above questions understood there should be little difficulty in setting up an active and wise council that will be eager to serve in any possible manner.

In most cases it is not necessary to have more than two meetings each year. After the community survey has been made, or at the time the teacher is planning the long-time and annual program the first meeting should be held. A very good time for the second meeting is at the time the annual report is due. In fact, the report should be made to the advisory council and approved by it before being submitted to the state office.

Functions of the Advisory Committee

1. Serve as a stabilizing body to the vocational agriculture teacher and principal.
2. Assist the teacher of vocational agriculture and the principal in setting up the long-time and annual community program.
3. Assist the teacher in carrying out the long-time and annual program of work.
4. Stimulate and sponsor part-time and evening-class work.
5. Assist in making the entire school program more functional so far as the community is concerned.
6. Assist in securing equipment and supplies for the school, especially the departments of vocational agriculture and of home economics.
7. Assist and encourage the setting up of a well-rounded, farm-shop program to meet the needs of the community.
8. Sponsor home improvement programs.
9. Assist in setting up a program for placement and establishment of young men in the business of farming.

Supervised Practice

H. H. GIBSON

Workable Procedures for Developing Supervised Farming Programs With Part-Time Students*

WENDELL M. WESCOAT, Assistant Supervisor,
Des Moines, Iowa

W. M. Wescoat

"PART-TIME classes are designed to provide systematic instruction in technical agriculture and, where feasible, in addition subjects for civic and vocational intelligence for out-of-school groups of young men on farms who desire to establish themselves in the farming occupation. The farm practice work will be adapted to the individual needs and the opportunities of the class progressing toward more satisfactory establishment in farming. This may be similar to the farm practice work of all-day students, and may consist of developing partnership arrangements in farming with parents, or others, or establishment on an individual basis."

These statements, taken from the Iowa State Plan for Vocational Education, outline very clearly the fundamental objectives of part-time work and define especially well the supervised practice work for this group. Surely, there is nothing more fundamental in part-time teaching than satisfactory establishment of young men in farming.

THE first procedure in developing programs of supervised farm practice for young-farmer classes is for the teacher to take a preliminary survey to secure information concerning the number of young men available for a part-time class, their interests, farming status, home situations, and their needs. This should be followed with the more comprehensive individual or home-farm survey taken by the boys after they have been enrolled. According to the Iowa form used for this purpose the objectives in using it are: to assist the student in analyzing his situation and in determining his problem in becoming established in farming; to assist him in setting objectives, planning ways and means of reaching these goals, and evaluating his progress in getting established in farming; to assist him in planning for the improvement of the home farm; and to assist the instructor in becoming personally acquainted with each part-time class member and with the problems which he faces in becoming established in farming. The individual survey includes information on crops, livestock, machinery, land, improvements, financial resources, and other data concerning the home farm and the interests of the boy.

Base Teaching Upon Supervised Farming Problems

The second procedure is to plan the classroom teaching so that it will further the development of the supervised practice. In a talk given by Dr. Carsie Hammonds of the University of Kentucky, at the 1938 conference of teachers of agriculture in Iowa the following statements were made: "Our classroom teaching can have much to do in making supervised practice vital. We should so determine our course content and do such a good job of teaching in the classroom that it becomes natural and easy for the learners to do the supervised practice. A considerable portion of teaching time can well be set aside for dealing with farm practice as such. Another considerable portion of teaching time can be set aside for individual problems, most of which, in our experience, are farm practice problems. . . . Teachers who know the necessity of practice in learning and who make their classroom teaching contribute to supervised practice will probably have vital supervised practice programs."

Altho I believe that Doctor Hammonds had reference to the teaching of all-day students when he made this statement, it should apply equally well to part-time students.

A subject that is popular in young-farmer classes in Iowa year after year is "Getting started in farming." Topics discussed in connection with this subject are: land appraisal and purchase, leases, financing, purchase of livestock and machinery, planning livestock and cropping systems, farm buildings, farm accounting, and many others of this nature. The boys enrolled in part-time classes are older than all-day students and are nearer the age when they are ready to actually start farming in one capacity or another. It is much simpler to conduct the classwork so that the solution of the boys' home problems becomes a major factor in the discussions. These problems are important to the boys and the boys are willing and eager to have the opinion of their classmates and instructor on them and to discover all that they can about them thru reading.

Records should be kept by part-time students on their supervised practice programs. Boys having the smaller programs might use the regular all-day project record books. Those in partnerships or farming for themselves might use the farm account books recommended by the agricultural colleges. An account book specially designed for part-time students would be better than either. Such a book should provide pages for farm surveys, plans, procedures, budgets, feed, crop, and labor records for a comprehensive farming program including ample space for the business transactions on a variety of projects.

Students in young-farmer classes should be visited oftener than once or twice a year if the instructor is to do a good job of supervising their farming programs and keeping them encouraged. It is, of course, difficult for the instructor who has large day, part-time, and evening-school classes to make many visits to each student each month and to get his other work accomplished too. However, if his trips are well planned to minimize travel and time, if the teacher can be relieved of non-vocational classes, and other school duties, and has free time during the afternoons, he can make many visits. Encouragement given the part-time student by the teacher during visits is an important element in his establishment in farming.

The parents should be brought together for a meeting each year to talk over supervised practice work for their sons. Such a gathering is especially helpful in planning programs with the younger boys. If the instructor can enlist the support of the parents and if he has their confidence, he has gone a long way toward developing desirable programs with their sons. Meetings of this nature should be in addition to, rather than a substitute for, visits with the parents when the instructor calls at the home farms.

Look for Placement Opportunities

Teachers of agriculture can make contacts in their communities which will aid in the placement of their part-time class members on farms. They should get in touch with the agencies and individuals in their communities that can assist in placing these students. An enterprising Iowa instructor several years ago called on the representatives of five insurance and loan companies, the local banker, and several local land owners. He told them that he had young men in his part-time class that he could recommend to them as good tenants for their farms. These representatives were sympathetic. They co-operated with him and helped him place some of his boys. He built up their confidence in his boys by avoiding unwise placements and by counseling and guiding his students. He also advised several boys who were in a position to buy farms. Class discussions were devoted to the investing of money in land.

Many part-time students who have good credit, are good workers, or have parents who can help them to secure livestock and machinery with which to start farming make the best tenants ob-

tainable. It might be a very real service to both the landlords and boys if instructors made it a regular plan each year to get them together for a meeting to discuss landlord-tenant relationships, leases, and farms available for renting. An occasional livestock-share partnership might also result from such contacts.

Some part-time students might be encouraged to buy farms. In our state there are opportunities for young men to secure farms with small down payments and low annual payments and interest. The instructor might obtain information on farms for sale in the community, teach farm appraising, and help the boys find reliable sources of credit.

Partnerships between father and son, and brother and brother should be encouraged in many cases. In this way the labor and capital of the two parties in each case could be pooled to the advantage of both. Workable partnership agreements could be discussed in class and in some cases drawn up by the instructor and his students.

Essentials in Supervised Practice

1. The farm practice work for part-time students should be adapted to their individual needs and opportunities, progressing toward more satisfactory establishment in farming.
2. Preliminary and individual surveys should be taken by the instructor and boys in organizing part-time classes and in planning farming programs.
3. The classroom teaching should be so planned as to further the development of the supervised practice.
4. Well-balanced supervised practice programs for part-time students should include productive projects, improvement projects, and supplementary farm practices.
5. Part-time students should keep records.
6. The instructor should make frequent visits to the homes of the part-time students for the purpose of supervision of their farming programs.
7. The parents should be brought together to discuss supervised practice work for their sons.
8. The instructor should make contacts in the community with agencies and individuals having farms for rent in order to place his students.
9. Some part-time students should be assisted to buy farms.
10. Partnerships should be encouraged and arranged in some cases.

*This paper was presented at the 1940 North Central Agricultural Education Conference.

Factors Making for Strong Farming Programs

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THE supervised practice program of the Manning, Iowa, part-time class has been quite extensive, and has been participated in by all of the members. This, together with the fact that all members have kept records of their projects, suggests criteria for measuring the effectiveness of the program. If by these criteria the program is successful, the success can probably be attributed to some of the following reasons:

First, the members of the class belong to three subsidiary organizations. Some boys belong to all and some to only one. These organizations are the Manning Junior Pure Bred Swine Breeders Association, Manning Junior Pork Producing Association, and the Manning Junior Crops and Soil Improvement Association. The pure bred swine association was first organized to hold a combination boar sale, and that still is its major purpose. The officers hire barns, auctioneers, and clerks, and take care of the advertising for both the fall boar sale and the spring bred-gilt sale. They also act as a selecting committee for the animals in the sale. No boars are purchased by the organization as there is more than one breed. Each boy buys his own boar.

The Boys Start Buying Co-operatively

The boys in the purebred swine association started to buy proteins and minerals co-operatively. Soon boys with grade hogs wanted to do that also. While the boys in the purebred breeders association were willing to let them share in feed purchases they didn't want to let them belong to their association. So the Manning Pork Producing Association was formed, which took care of both grade and purebred raisers and allowed all to work together on buying and mixing feed.

The crops and soil improvement association activities consist of conducting corn-test plots, treating seed, growing new varieties of certified small grain, co-operative buying of lime and phosphate fertilizer, and controlling erosion.

All three of the organizations have a different set of officers. This gives more boys a chance at leadership training in a very practical way.

The second reason for a successful project program is the quantity and quality of the personnel of the class. The number enrolled is rather small, being only 20 members. The instructor has a large night-school class and wanted to keep the part-time group smaller so there would be more chance for individual participation. Also, this smaller class made for more rigid selection of members.

Close Personal Contact Essential

This selection of members might be justly criticized, but the theory was that a successful smaller group could do the community more good than a larger group which did not get as much done. It is the intention of the director to enlarge it later. The quality of the small groups is very good, being mostly former vocational agriculture students Among the group are a holder of a State Farmer degree, a state 4-H treasurer, two past presidents of the local chapter of F. F. A., members of two state champion judging teams, and many other outstanding boys.

The last, but not least, reason for the success of the program is the personal contact of the instructor with the boys, their fathers, and men who are sources of local credit. The part-time group has a consititution and in its statement of the purpose of this group, that of getting started in farming heads the list. With this in mind, it doesn't take much talking by the instructor to convince the boy that a sound, extensive supervised practice program is not only desirable but almost essential. Then comes the dad. While some of them are rather slow to co-operate at first they will admit that they would like to help their sons to make a start in life. After this admission by the dad, the instructor points out that a good supervised practice program is a good way of getting the boy started in farming without any sudden strain on his dad's pocketbook. Another argument with the dad is that the boy will be more interested in the home farm and farming as an occupation.

The local credit sources such as bankers and managers of production credit units are quite willing to loan to the boys. With the minors, of course, the dad or instructor must sign the note. Credit has been partially established by the boys while in high school, by paying loans promptly and giving the man who made the loan a copy of their budgets, records, and record analysis.

Defense Training Courses Announced

PLANS for the development of the national defense education and training programs for out-of-school rural youth are rapidly taking shape. The Agricultural Education Service of the Office of Education is expanding its personnel in anticipation of need for assistance on the part of the various states. Field representatives will be assigned to assist state supervisors of agricultural education and their staffs in the organization and development of these education and training programs.

Early information concerning the nature of these programs stresses the fact of their importance for national defense. Emphasis is made of the fact that these courses definitely point the students enrolled to preparation for employment in defense activities. Up to date only four courses have been approved from which local schools may select the ones which they propose to organize and to conduct. These four courses are:

1. Operation, care, and repair of tractors, trucks, and automobiles (including both gas and Diesel engines).
2. Metal work, including simple welds, tempering, drilling, shaping, and machinery repair.
3. Woodworking.
4. Elementary electricity, including operation, care, and repair of electrical equipment.

—J. A. Linke.

AFTER beauty and vigor of character, there is nothing that so wins the respect and admiration of pupils as fullness and accuracy of preparation.—Henry Sabin.

J. B. McCLELLAND **Farmer Classes** O. C. ADERHOLD

West Virginia Young Farmers Learn Co-operative Marketing by Marketing Co-operatively*

GEORGE O. MULLAN, Teacher of Agriculture,
Martinsburg, West Virginia

G. O. Mullan

DURING the year 1930 the Martinsburg, W. Va. Chapter of F. F. A. in its study of markets and marketing, decided to make the beginning of a co-operative marketing program.

They set up rules and regulations as a guide for themselves and for a manager. The boy whom they thought best equipped for the job was elected manager. An estimated percentage cost for sales and delivery was then set up for each commodity, with no definite knowledge of what the real cost would be. The estimate of working cost was based on the keeping qualities of each commodity. The more perishable the commodity the higher the cost, as it was thought that extra trips with the truck might be necessary to sell them.

Only vegetables were to be marketed the first year as it was thought that the best way to begin was to use something the boys themselves controlled thru their project program. The boys obtained the use of a small building for the summer and the program was launched.

Complications set in at once. Supplies were of every conceivable quantity, grade, and variety. The local merchants were skeptical, but helped along willingly. At the end of the summer the harvest was one very rich in do's and don'ts; in cans and can'ts.

Improvements Made Thru Study of Records

The records were studied the following school year, and the recommendations of the merchants were carefully checked. As a result fewer varieties were grown, quantities were both increased and decreased, and United States grades were adopted for all vegetables. The sales commission was revised uniformly upward, as the first manager did not make expenses.

A new manager was elected and the program was continued. This time an entirely new question presented itself—peak season production of certain crops. This caused quite a bit of concern to the boys. The regular crops outside of the peak season production were selling readily. After careful study, the boys decided to inquire into the possibility of putting up a plant to can tomatoes, green beans, and sweet corn, since these were the three most troublesome products. A study of canning plant equipment and cost was made. The Inwood Fruit Growers at Inwood, W. Va., seven miles south of Martinsburg, agreed to give the boys space in their building and to allow them to use their steam boiler. Several of the boys' fathers and friends agreed to sign a note at the bank for the money necessary to purchase equipment for the plant.

After a study of several small plants some miles away, the boys built their plant, working at the job themselves when possible and buying used equipment where they could. Several farmers in the neighborhood were interested by that time and were bringing some of their produce to the boys for sale. These men agreed to furnish money for cans and to pay the labor. The vegetables were to be paid for when the goods were sold. Much care was taken with the canning of the vegetables, and uniformly good products were obtained. The merchants, after examining the goods, bought them readily and sold them easily.

The F. F. A. Members Grow Up

Each successive year found the original group of boys and new ones participating in the program. Some of the boys who started the planning were graduated, and that year another problem presented itself. According to the rules of the Future Farmers of America Chapter, any member was eligible to participate in the activities of the organization for three years after graduation. Some of the active members of the marketing group were soon to go over the time limit set by this rule. As they wished very much to continue marketing, these boys proposed a new organization, one that would permit both themselves and others not of the F. F. A. to use it as long as they wished. Most of the members thought that this was the logical thing to do, so the Young Farmers' Association was born.

The Young Farmers' Association differed in the following ways from the first marketing group: It was open to anyone who would abide by the rules. It took over the complete job of marketing from the F. F. A., as was necessary if anyone could market who wished to do so. It set up as a guiding group a so-called board of directors. This group consisted of the officers of the association and the manager in charge of sales. This director group met regularly every two weeks and could be called for a special meeting at any time. The function of this board was to make those decisions for the association that involved no change in policy of the set rules of the organization, but which were not within the jurisdiction of the manager. Any change in the policy of the Young Farmers' Association had to carry the recommendation of the board of directors, and be voted on by the whole membership at its regular monthly meeting.

The marketing continued along these lines for several years. More people participated yearly and more goods were sold. Each year it became more apparent that while many people liked and would use the association, the actual guiding of the group must be done by a few.

Year-Round Marketing is Launched

Early in the winter of 1939, after carefully examining the records and studying what had been accomplished, it was decided to make the Young Farmers' Association a year-round marketing organization. It was decided, also, to enlarge the board of directors to include one from each farming community in the county. It was estimated that the number of directors would probably be between 23 and 25. These members were to be young men only, preferably between 21 and 29 years of age. There were several reasons for this. It was felt that with so many directors each community could more directly make its desires known; that each community would thus have a means of finding out firsthand about any changes in policy of the organization; that each would have firsthand market information of all kinds. It was also felt that the cost of marketing could be lowered. As the Young Farmers' Association had been on the market only thru the summer and fall seasons, it was annually hard to get regular trade for such a small part of the year. The board of directors felt the cost of sales and service could be materially reduced if such staple commodities as eggs, poultry, and cream could be added to fruit and potatoes for continuous sales.

The marketing, by that time, was being done from the building that served as a farm shop located on the back of the high-school property. In one corner of this building a booth was built for the candling and grading of eggs, where the first eggs were graded and sold. The work and sales were managed by the boys in rotation during their vacant school periods, and before and after school hours.

Administrative Approval Secured

In June, the program was set before the state supervisor of agricultural education, Mr. John M. Lowe. He, in conjunction with the board of education of Berkeley County, decided to give it a thoro trial on a basis of full-time work for one man. The board of education also appropriated $500 for an addition to the building so that the canning plant could

The board of directors of the Martinsburg, West Virginia, Young Farmers' Association

be brought from Inwood, and all the unit be together. The program went on the full-time basis July 1st, 1939. The addition to the building was finished and the canning plant completed in time to can approximately 100 cases of tomatoes. One of the older agriculture students was selected to help with the sales and marketing. However, before the summer was very far along it was necessary to engage another person to help with the work.

One thing must be clearly understood. The boys with their program had splendid co-operation from the county board of education, the superintendent of schools, the merchants, the State Department of Agriculture and other state agriculture agencies, as well as the State Department of Vocational Education.

As part of the program, on the recommendation of our state supervisor, Mr. Lowe, an advisory board of businessmen, merchants, and farmers was formed to help shape the general policies of the organization. They approved the general program as it was already outlined and made only minor suggestions.

The short history of the beginnings of the Young Farmers' Association has been given in order that a clear picture of its developments may give the foundation on which we base the reasons for its usefulness.

Printed Publicity and Advertising Prohibited

When the organization was set up for full-time operation on July 1, 1939, it was thought best by all concerned that in order to make it prove its worth, not a line of news or advertising should be used. As the editor of our local daily paper was one of the members of the advisory board, this has been fully carried out.

The local merchants co-operated extremely well in the program. They liked it because it assured them of all local supplies possible sold on grades that were uniform and available during the whole day. This, they felt, was quite an improvement over haphazard buying from individual farmers where both the supply and grade of product varied exceedingly. Many times during the year, different merchants sent farmers to the organization with their products as the merchants felt the association could be of material help to these farmers.

Gradually one farmer after another began to bring his products to the Young Farmers' Association for sale. Each carried away with him a liking, rather than a dislike, for the service rendered and talked with his neighbors about it.

The boys on the board of directors by that time numbered 15, and held a regular meeting every other Monday night when the present problems of the association were discussed and tentatively settled. It is, and has been from the first, the recognized fact by these boys that a new decision could not always settle a problem—that all such decisions must be temporary until proved they were the answer desired.

New Products and New Markets

During these meetings, each of which had a discussion of market outlooks and commodity increases and decreases as they affected the local situation, the members brought out the lack of local production, or over-production, of various commodities. In this way it was found that quite a few products could be produced and sold locally that were not thought of as a rule by the county farmers. The one largest in apparent underproduction was late potatoes. Where in September we had been selling 70 to 90 100-pound bags a week locally, the period from the middle of January until June found not enough late potatoes brought in for sale to equal the September sale of one week. The result of this finding is that now 23 farmers are growing a new product—late potatoes—in varying amounts from a 100-pound bag of seed to one acre of planted potatoes. Many other products were also found to be under-produced—such as kale, spring onions, spinach, etc. And so it goes—new products for local markets; new markets for local products; and as each is found it is being carefully studied, and the amounts needed for this market estimated and tentatively tried out.

The business and financial problems that present themselves continuously are being solved one at a time, slowly and carefully, and nothing is being entered into without knowing where it will lead, nor entered so extensively as to endanger the finances of the association. This has slowed down the rapidity of growth of the association, but has built it more solidly. The growth of the association has been continuous, both in numbers of people using it and in amounts of goods handled by it. It has grown from a participating group of about 25 since last July 1st until now it is serving nearly four times that number in some capacity.

Accomplishments of the Association

Here are some of the more important accomplishments of the Young Farmers' Association:

The business has developed from an annual gross sales of approximately $5,000 to the present gross sales of roughly $1,500 per month. This is expected to be greatly increased very soon.

It is now serving four times as many farmers and Future Farmers as it did one year ago. Not a week passes but new farmers use it. Very few use it once and stop.

The Young Farmers' Association is now a definite business, run by the young farmers themselves, with a complete and definite knowledge of business details which they themselves have faced and have helped to solve. It is getting true representation from the county communities as fast as each community produces such a representative. The membership of the director body is voted by them, and as one member said: "on their ability to *push*, not *ride*." The Young Farmers' Association deals only in cash sales with the exception of transactions with one local hospital, whose account is paid monthly. It has definitely established itself as a source of reliable purchases and is making its sales under the trade name of "Lord Berkeley."

The Young Farmers' Association has adopted a definite financial program. The charges for sales and service are as follows: perishable goods, 10 percent; semi-perishables, such as potatoes, apples, etc., 8 percent; poultry, 1½ cents per pound; and eggs, two cents per dozen for grading and sales. Incidentally, the association has the only Federal-State-licensed station and operator in West Virginia. On cream, the regular charge paid other cream-receiving stations is paid.

The prices for sales and service are above costs on all products, and will remain so until an adequate financial reserve is accumulated. The definite amount of this reserve has not been decided upon as yet. When it is reached, in the opinion of the directors, no change will be made in the charges, but a dividend will be sent each in proportion to his sale of goods.

Tie-up With Systematic Instruction

The association gives the opportunity of the most effective teaching that can be imagined. No problem is taken up for group discussion until it applies to a known situation, nor is one neglected that comes up, whether the answer is known or not. Where possible the problems are handled in group meetings in different localities, but the bulk of the instruction is individual. More can be taught and learned here in less time than by any other method ever used by the instructor. The person with whom the problem is being discussed has a full working knowledge of the market facts that govern the situation and is usually quite ready to follow the findings of the association.

The prime reason for this paper is not to tell the history and accomplishments of the Young Farmers' Association as another co-operative, but to point out the things that are possible as shown by those accomplishments.

How can these things be done in other places where the situations are radically different from those faced at Martinsburg? In the judgment of the writer this means of teaching marketing by actually marketing can be applied everywhere and under practically all conditions. There are two things necessary for this accomplishment. First, the markets must be divided into two groups: the market, local or otherwise, that uses much produce; and the shipping market, where supplies constantly exceed demand, and needs for more outlets are constant. The second requirement is that a carefully planned program be outlined for following the above market sales.

How to Start a Co-operative Marketing Program

To go into detail, there are several things that may be done to start such a program. One of them is to select a school near a fairly large consuming market, and in that school to start teaching and studying market requirements. Do this at every opportunity. Keep records of individual sales by the members and compare actual costs with prices quoted and received. Get two or more members to pool their products, and then compare costs of marketing and prices received. As the advantages of pooling costs are shown, and the market for their products develops, next form a loose association for marketing. Have the young men study the markets on the products sold, the conditions of the sales, and always the costs of sales. Gradually other products can be added and as soon as sufficient volume is attained, fully form the organization into a marketing co-operative. Expand gradually, a step at a time, so that all the members are fully conversant with the situations as they develop. Add successive steps forward in developing the scope and complexity of a modern marketing co-operative. Such steps should include parliamentary and business organization of the association; a definite financial program recognizing costs that showed up under individual sales studied; and a plan for developing a financial reserve. Also, the sales program should be broad enough in scope that nearly all products from the farm will be eventually included.

The same system could be followed for the physical setup. Any old building or room to start with, using a small second-hand truck and other low-cost equipment.

Education in Agriculture Essential

The group of boys or young men to develop this program should be those young farmers who have had vocational education in agriculture if possible, and not at first the younger boys still in school nor the older established farmers. This group of young farmers are just developing their production program and have not developed their marketing program. They are much more vitally interested than older farmers would be and more interested than are the boys

(Continued on page 118)

Ten Cases of Placement of Part-Time Students in Agriculture

HOWARD J. MILLER, Teacher,
Wyalusing, Pennsylvania

Howard J. Miller

VOCATIONAL education in agriculture should be a continuous learning process thruout the life of the individual. Instruction must not end with graduation from, or with dropping out of high school. This additional instruction for those who have been graduated from or who have left school can probably best be carried out thru the establishment of part-time programs of systematic instruction in agriculture. But the teacher who merely conducts a part-time class for out-of-school groups of young men and does not realize his responsibility for assisting these members to become established in farming is missing the chief objective of part-time instruction. Assuming that there are a great many values to be received by the student in part-time classes, in the end the real measure of this value is the success these out-of-school young men have in obtaining placement in farming opportunities and finally becoming established on a permanent basis. Placement in farming or in some other type of profitable employment is largely a local problem and of necessity will need to be solved pretty much on a local basis.

A great deal has been written about placement and establishment of part-time class members but it has been largely from a theoretical standpoint. Therefore, the following information which has been obtained from specific cases should have value in showing how this placement problem is being solved in a small rural community as an outgrowth of systematic part-time instruction in vocational agriculture. The following ten cases are analyzed by giving age of member, whether graduated from high school or not, number of years of vocational agriculture, number of years enrolled in the part-time school, present type of employment, and the method of placement:

TEN CASES OF PLACEMENT OF PART-TIME MEMBERS

Case I

Description: 20 years old; high-school graduate; three years of vocational agriculture; one year of part-time instruction.

Employment: Herdsman of 90 head of purebred Guernseys; producing "Golden Guernsey" grade "A" milk.

Method of Placement: The superintendent of this farm came to me and asked if I had a member in my part-time group who would make a good dairy-herd manager. I recommended this young man. He was later interviewed by the owner of the farm who resides in Washington, D. C., and received the position of herd manager. His additional training in the part-time course in dairying doubtless helped him in receiving this permanent employment.

Case II

Description: 19 years old; high-school graduate; two years of vocational agriculture; two years of part-time instruction.

Employment: Operating a 100-acre dairy and poultry farm.

Method of Placement: This young man, thru his training in the all-day and part-time schools, was able to assume the management of the home farm following the death of his father. He has been operating the farm for about two years and has availed himself of the part-time instruction offered in the local school. I assisted him in working out an agreement with his mother and other members of the family.

Case III

Description: 19 years old; high-school graduate; four years of vocational agriculture; three years of part-time instruction.

Employment: In partnership with his father on an 88-acre dairy and poultry farm; in line to receive the American Farmer Degree in 1941.

Method of Placement: This partnership agreement was the result of a conference among father, son, and myself. No definite agreement had been made until the young man became enrolled in the part-time school. He received the Keystone Degree in the F. F. A. organization in 1938 and is doing an excellent job of farming and of improving the farm property.

Case IV

Description: 19 years old; high-school graduate; four years of vocational agriculture; three years of part-time instruction.

Employment: Mechanic in local garage, but recently resigned to join the airplane mechanics division in the U. S. Army.

Method of Placement: This young man received three years of part-time instruction in farm mechanics which was of great value to him in his employment. He held the position as auto mechanic in a local garage for about two years but recently joined the U. S. Army in the mechanical division. I wrote his letter of recommendation for this placement.

Case V

Description: 24 years old; non-high-school graduate; two years of vocational agriculture; four years of part-time instruction.

Employment: Farming for wages on father's 300-acre farm; also conducts a milk trucking route.

Method of Placement: A definite agreement was made between father and son relative to wages, privileges, and advancement opportunities. This son operates a milk trucking route from which he derives the revenue. He also receives a specified wage for helping his father on the 300-acre farm. This agreement was worked out after he enrolled in the part-time school. He has received additional instruction from his four years enrollment in the school.

Case VI

Description: 20 years old; high-school graduate; four years of vocational agriculture; three years of part-time instruction.

Employment: Employed half-time on father's farm working for wages and half-time in a local service station; he alternates with his brother (Case No. 9), one month on home farm and then one month in the service station.

Method of Placement: This placement was a definite outgrowth of the part-time school and was worked out as an agreement with his father, brother, and service station owner. As noted, he alternates with his brother (Case No. 9) so that he is at home to help on the farm while the other brother is working in the local gas station. Both brothers, then, have steady, full-time employment and are still able to assist their father. In this case (No. 6) and in case No. 9 the agreement was reached during the part-time school enrollment in 1938.

Case VII

Description: 25 years old; high-school graduate; two years of vocational agriculture; one year of instruction in part-time school.

Employment: Manager of dairy farm; also conducts a retail milk route; has been married for two years and is well settled.

Method of Placement: This young man was enrolled for only one year in the part-time school when we arranged for him to operate his father's farm and also conduct the local retail milk route. He has been conducting the business for three years and is doing very well.

Case VIII

Description: 25 years old; high-school graduate; three years of vocational agriculture; four years of part-time instruction.

Employment: Employed in a local feed mill, mixing dairy and poultry rations.

Method of Placement: This employment was obtained as a definite result of the agricultural instruction in the all-day and part-time schools. In recommending this young man for this position, character and previous training were factors which helped greatly in determining the employment. He has held this position for about two years and his services have been very satisfactory.

Case IX

Description: 21 years old; high-school graduate; four years of vocational agriculture; three years of part-time instruction.

Employment: The same as for his brother in Case No. 6.

Method of Placement: The same as that of Case No. 6. The agreements were worked out at the same time

Case X

Description: 19 years old; high-school graduate; four years of vocational agriculture; two years of part-time instruction.

Employment: Employed on fathers' 150-acre dairy farm.

Method of Placement: A definite agreement was made between father and son as to wages and privileges. This young man has been enrolled in our part-time classes for two years and he is endeavoring to obtain additional farm training. He is now receiving a regular wage each month and we are planning to arrange for a partnership agreement later.

All of the above cases are definite products of the year-round part-time program being conducted in the Wyalusing Borough High School. At the present time there are no members of this part-time school on the relief rolls, but all are gainfully employed and many are on the way to permanent establishment in farming.

Much of the success in placement of part-time members is due to keeping accurate records of each member which can be used in giving recommendations for employment; to keeping informed as to possible employment opportunities, and making it known that there are young men available for placement; to using a placement committee (F. F. A. and Y. F. A. members) to learn of placement possibilities, such as farms for sale or rent, and positions of various types in related industries; to assisting members to get started in farming for themselves by developing crop or livestock enterprises on the home farm or by renting additional land; to giving the members encouragement in helping themselves; to giving recommendations and contacting banks, friends, or individuals in helping them obtain credit; and to teaching those courses that will be of greatest value in giving these boys and young men what they need to have in order to enter farming or some other closely related type of gainful employment.

A Three-Year Follow-up Program With Adult Farmers

WATSON FOWLE, Instructor,
Traverse City, Michigan

Watson Fowle

WHEN the soils course for operating farmers was organized at Traverse City, the following statement was put in the announcement: "The lessons are designed to give systematic instruction leading up to the selection of improved farm practices which can be carried on by each class member next summer." Each class meeting included a lecture, demonstration, visual aids, and discussion with this as the aim. The subject matter of the course given to two groups for two years was:

The Nature of Soils and Organic Matter
Barnyard Manure and Commercial Fertilizer
Commercial Fertilizer and Soil Testing
Acidity and Liming
Soil Erosion—How to Prevent, How to Heal It
Tillage
Soil Productivity as Affected by Crop Rotation
Systems of Soil Management
The National Soil Conservation Program, What It Is, How to Get the Most Good From It
Consultation Hour for Improved Farm Practices

Attendance averaged 25. Teaching aids in the form of tests, mimeograph sheets, farm visits, and bulletins were used, all focusing attention on and giving evidence in support of certain approved farm practices. Before any class period had been concluded, the class had developed several farm practices adaptable to this locality as a whole. To illustrate my point, lesson two was on barnyard manure and commercial fertilizer. From this discussion and supporting evidence presented, four practices were developed:

Reinforcing manure with phosphorus,
Top-dressing fall grain,
Making synthetic manure, and
Spreading manure as soon as practical after being produced.

Twice during the course all the approved practices arrived at up to that date were listed on the board. There was no special discussion of them other than that of calling the attention of the class to the fact that they were there. By the last meeting 30 practices had been listed. By guidance from the instructors and very free contribution from the group, the list was reduced to those approved practices that were workable on the farms of the members of the class. If one member planned to adopt one practice for the season for the first time, that was tabulated by the entire class. (Note in lesson two, only two of the four suggested practices were considered workable.) Some farmers chose to select but one, and some, six or more.

At the close of the two years, 54 mem-

(Continued on page 118)

Future Farmers of America

L. R. HUMPHERYS

Dividends From F.F.A. Leadership Programs

EARL R. COOLEY, State Supervisor,
Salem, Oregon

A GREAT deal has been said and a little written concerning leadership training in our schools. Most teachers and principals admit the need for such a program. In some schools there are the elements of it, while in a few schools there are those who are successfully experimenting with phases of it.

Earl R. Cooley

With our traditional philosophy of *laissez faire*, it has more or less been our custom to believe that leaders will just naturally find their way to the top. Very few definite avenues for leadership training in this country have been provided in the past. However, that attitude of mind which believed in the old adage that leaders are born and not made has gradually been changing. As American society passed from a fairly simple order to a highly complicated one it became obvious that this diversity and complexity of modern life placed unusual responsibility on the selection and training of leaders capable of meeting these problems.

The very progress of any social organization, be it the state, the nation, or society at large, is largely dependent on leaders. Society improves by the discovery of new values, new ideas, and better ways of co-operating, as well as better systems of functioning, producing, distributing, and consuming. These new ideas and new values usually come thru leaders.

Sources to Draw On

Of course, the training of leaders is not a responsibility of our schools alone; it is a responsibility shared by industry, by business, and by the government itself. The school activity that is most frequently mentioned in connection with leadership selection is student government, or the various schemes by which the students co-operate in the government of the school.

Club organizations in the schools present opportunities for the development and selection of leaders, but by no means are sufficiently definite in a leadership program to be as effective as they could be.

One of the major tasks of the Future Farmers of America, when 12 years ago it started as a national organization of farm boys studying vocational agriculture in the public high schools of the United States was to formulate a well-defined leadership training program. The organization affords an excellent opportunity to teach vocational students some of the fundamentals of group leadership. In fact, all activities are so organized as to develop and strengthen the confidence of the farm boy in himself and his work. The judgment of the members of a local chapter is utilized in the choice of the leader. Leaders are necessary in an F. F. A. chapter in which the members are engaged in a common enterprise involving division of labor and contribution by groups.

The program of the Future Farmers of America is an integral part of the regular course of study of vocational agriculture in the high-school system of America. It is an *intra-curricular* activity, having its origin and root in a definite part of the school curriculum in vocational agriculture. Members learn, thru actually doing, how to conduct and take part in a public meeting; how to speak in public; how to buy and sell co-operatively; to solve their own problems; to finance themselves; and to assume civic responsibility. They are encouraged to assume responsibility, so they will be ready to carry the burden of leadership which may fall upon their shoulders as local leaders in their own rural community, and so they may make some worth-while contribution to rural America.

Need for Co-operation and Leadership in Agriculture

The commercializing of farming operations has brought new problems of living together. From small beginnings in co-operation have grown our strong local groups, influential state agencies, and powerful national associations for improving the conditions of rural life. The business of any group is conducted thru organization. Our greatest need in organization seems to be in developing and maintaining the right point of view on the part of members who wish to co-operate. The Future Farmers recognize this problem and provide a special branch of service to guide their membership in keeping the right attitude of mind in working together.

For instance, a group of say 25 or 30 boys enrolled in any one of the 54 local chapters in the 54 reimbursed Oregon high schools teaching vocational agriculture, face the problems of purchasing feed, seed, fertilizers, and supplies for the work which they are undertaking as supervised farm practice. They make inquiry of the teacher as to ways and means of meeting their difficulties. The teacher suggests that in keeping with the growing practice among farmers, they would gain if they organize their efforts and purchase many commodities co-operatively. Time and again, in their respective F. F. A. activities, the boys discover for themselves the benefits resulting from co-operative action. The F. F. A. also acts as an agency for the encouragement and help of members and students who undertake a program of farm practice projects. The boys work together for financial saving, for educational improvement, and for recreational advantages. The chief aim of working together is to satisfy the wants and needs of rural life. The interests of the Future Farmers have been carried forward on a national scale.

Guidance as Central Feature

With the groups of Future Farmers many suggestions may come from the class instructors, but in practice these suggestions must be carried out by the boys themselves. One of the main secrets of any leadership training program which hopes to be successful rests on the ability of the supervisors and teachers to delegate responsibility to the students themselves. The local instructors of vocational agriculture in the 54 reimbursed schools in Oregon, where there is a local F. F. A. chapter, simply act as advisors and guides. They point out the program of work, leaving it to the members to put formulated plans into action. Teacher control and direction is reduced to a minimum, with just enough to give needed suggestions, but not enough to take away freedom and responsibility.

In order to insure that there will be no breaks in the program of leadership development and co-operative effort, a point system is provided. Careful records are kept which lead to the discovery of leadership qualities. Points are recorded for character and dependability, leadership, project programs, and for active participation in other co-operative activities. Certain scholastic standards must be attained and general conduct must be good. Leadership qualities are developed in a perfectly normal environment, and one in which the potential leader is likely to function when he takes his place in his own rural community.

Outside Contacts

Every suitable avenue of activity is utilized, such as outside agencies. These outside contacts provide opportunities for young F. F. A. members to be of real service in communities, and to make leadership training realistic rather than theoretical. Officers of local F. F. A. chapters learn how to conduct meetings by actually participating in meetings of different kinds. At the state banquet this year at Corvallis, when there were 700 persons in attendance, 100 of whom were prominent leaders in both civic and agricultural life, the entire program—business meetings, demonstrations, radio programs, speaking contests, parliamentary procedure contest, campus tours, and banquet—was carried on by

F. F. A. boy leaders much to the astonishment and admiration of the men present.

Participation in district parliamentary contests is regarded as an important phase of the training program for leaders. In fact, the boys frequently put on parliamentary procedure demonstrations before Grange meetings and chamber of commerce forums. They take part in debates, preside at parent-and-son banquets, enter district speaking contests, conduct chapter-elimination public speaking contests, give speeches and programs before farm and civic organizations, and enter the Pacific International Judging Contest. This past year the boys put on 187 radio programs in Oregon and participated in their own state and national conventions.

The aims of leadership and co-operative effort are clearly defined in the F. F. A. manual and recited in the creed. They are carried out with careful consistency in all program activities, thru avenues that reach the social, economic, and industrial life of rural America. There is real purpose to the F. F. A. leadership training, and all effort is meaningful.

An F.F.A. Sire Association

R. M. FOLTZ, Advisor,
Bremen, Ohio

SECURING good sires is possibly the one best improved practice that can be adopted in a farming community. Believing this to be true in Bremen the F. F. A. chapter in 1936 busied itself with interesting leaders of the community in organizing a "Sire Association" project. The local chamber of commerce became interested in the project and furnished moral and financial support. About seven-eighths of the money required to finance the purchase of registered purebred animals and to promote an organization was furnished by the chamber of commerce. The chapter decided to confine its efforts to the purchase of registered, purebred dairy, sheep, and swine sires.

The organization was incorporated under the laws of Ohio. Local attorneys and supporters of the project gave material assistance in formulating the application, in writing the articles of incorporation, and in making the proper filings.

In purchasing sires over this period of years we have adopted the policy of securing animals of high quality, some of the best living registered sires. For the most part our chapter has nearly always had two sires in each one of the breeds. At the present time we have the following sires: two Holstein and two Jersey bulls, two Chester White and two Poland China boars, one Merino and one Shropshire ram.

Outstanding Sires

Many of these sires are outstanding individuals, as indicated by the following pedigree notations:

A Chester White boar, a son of White King
A Chester White boar, a son of Modifier
A Poland China boar, a son of Bomber
A Poland China boar, a son of Black Knight
One Merino ram, a son of Woolyboy
One Shropshire ram from the McClean flock

Our chapter president, Clifford McCondlish, keeps one of the bulls. The past president is now keeping one of the rams and one of the boars. These animals are maintained under specified procedures.

There are 40 members in the Bremen F. F. A. Sire Association. All Future Farmers participate in the benefits of the organization, both while they are in high school and after they finish their high-school training. The officials of the chapter are also the officers of the sire association. They co-operate in buying and selling activities, including the selling of milk for local consumption, buying and selling breeding stock, and the exhibiting and selling of livestock at state fairs. Many blue ribbons have been accumulated as a result of the winnings of this association.

The co-operative transacts business thru a regular bank account. Our present inventory is over $1,000. Fire, lightning, and cyclone insurance are carried with the Farm Bureau Federation. Our principal loss thus far has been a ram killed by lightning.

Possibly one of the principal accomplishments of the co-operative was the dairy exhibit at the National Dairy Show which was held at Columbus, Ohio.

Above:—Starling Griffin, Jr., American Farmer, 1939, and his sow which, in eight litters, has raised 88 pigs out of 120 farrowed. Below:—Son of White King owned by the Bremen F. F. A. Sire Association

The officers and members of this co-operative are beginning to take on characteristics of experienced men in a going concern. This enterprise has been instrumental in making a very material improvement in the livestock of our community, in providing leadership and co-operative experience, and in impressing upon the farmers the need for co-operative effort.

Activities in the F. F. A. Program to Foster Patriotism

REX E. RUCH, Supervising Teacher in Agriculture,
Denison, Iowa

ONE of the purposes of the F. F. A. is to develop character, train for useful citizenship, *and foster patriotism*. Now, if ever, is the time to create enthusiasm for holding to our democratic system. Where Future Farmer chapters exist in high schools, they are the logical organization to foster such a movement. Following are a few suggestions on what might be done.

One possibility is to sponsor a general school program. It may be a flag-raising exercise outside on the school grounds or a general assembly program. In either case, a suggested program is as follows: sing patriotic songs, pledge allegiance to the flag, show patriotic moving pictures, and arrange for a good patriotic speech. It is a fine idea to have a group of local citizens, consisting of ministers (all denominations), law enforcement officers, judges, presidents of local civic organizations, and others sit on the platform as a verse-speaking choir and read the American Creed by William Tyler Page, which is as follows:

"I believe in the United States of America as a government of the people, by the people, for the people; whose just powers are derived from the consent of the governed; a democracy in a republic; a sovereign nation of many sovereign states; a perfect union, one and inseparable; established upon those principles of freedom, equality, justice, and humanity for which American patriots sacrificed their lives and fortunes.

"I therefore believe it is my duty to my country to love it; to support its constitution; to obey its laws; to respect its flag; and to defend it against all enemies."

Use of Bulletin Board

Another possibility would be to prepare a bulletin-board display showing pictures of Jefferson, Washington, Lincoln, and others. Lincoln's Gettysburg address, Washington's general order on profanity, the constitution of the United States, a pledge to the flag, and other similar materials may be posted. An American flag should be placed near the exhibit. We have such a display in the Denison agriculture room. It has created considerable interest, and is making our students more conscious of their patriotic duty.

The Denison schools observed a flag-raising exercise on the opening day of school. Our F. F. A. chapter cannot claim credit for this program, as it was initiated by the school board. In a good many localities the field is open to do this job as an F. F. A. activity. The F. F. A. chapter could render some real service and receive a great deal of satisfaction in fostering a patriotic program.

Great men have often the shortest biographies.—Their real life is in their books or deeds.

Making F.F.A. Programs Effective

PHAENE HIBBS, Advisor,
Big Chief Chapter, Osceola, Iowa

IS YOUR Future Farmer chapter program of work developed by the members or the advisor, or is it taken from another organization? If this question were put to a large group of chapters the answers would probably fall heavily in all three groups.

Why has a Chapter of F. F. A. been organized? Is it filling a definite need or is the group just another organization? Too many times the instructor organizes the chapter, selects the chapter officers, sets up the machinery, and calls the meetings. Can this type of an F. F. A. program be justified under any circumstances?

It is natural for boys to want to do things of their own planning. If they take the initiative in planning the program, it is their program. If the teacher works out the program, it is his. There is all the difference in the world in these two situations.

Basic Principles to Consider

In setting up our F. F. A. programs we should keep in mind a few basic principles, including the following:

1. The program is planned by the boys with the advisor's help.
2. Other chapter programs should be consulted for help in making your own.
3. Chapter programs should be prepared either before school starts or early in the beginning of the school year.
4. The abilities of individual members should be considered.
5. The needs of the boys, the community, and the school should be used as a basis for the program.
6. The facilities of the agriculture department should be considered.
7. A working relation should be established with agricultural agencies in the local community.
8. A well-matured program of work should be printed and distributed to each member of the chapter, school officials, and the county extension agent.

DURING the past few years our chapter has appointed three boys to serve on the program of work committee with the following sub-committees: Supervised Practice, Co-operative Activities, Scholarship, Leadership, Earnings, Savings, and Records, Community Service, Recreation, Conduct of Meetings, and Publicity. Additional boys are appointed so that each committee will have three or more members. Each committee submits its findings to the executive council, which edits the reports before presentation to the chapter for approval.

Our program this year was published the first week of October. Each member receives a copy which he keeps available in his agricultural notebook until the school year terminates. He then files it at home for the balance of the year.

The next thing after preparing a good program is to put it into operation. We have found a number of aids which are valuable. A calendar, showing the meetings, standing committees, and regular yearly events, aids in effectively carrying out our plan. The boys all look forward to the day when the calendar is printed.

Highlights of Our Program

I shall mention a few of the highlights of our program this year as follows:

Nine chapter members have organized a Purebred Hampshire Swine Association. They own one purebred Hampshire boar and his services are used by all members. This group promotes an annual boar and gilt sale. Last year they sold 26 boars and 16 gilts.

Seven other boys have organized a Purebred Shropshire Sheep Association. They own one purebred Shropshire buck whose services are used by all members. They have been selling co-operatively their breeding stock at their own auction sale. This past year this co-operative sold 12 purebred Shropshire bucks at a very satisfactory price.

Our chapter has sponsored a 50-entry corn-yield test plot for three years and each year publishes the results in its booklet and in the local paper. Last year 58 different hybrid corn varieties were tested on 18 boys' farms.

Chapter members on an average have 3.3 productive projects, mainly swine, sheep, corn, and baby beef. Our members have an average of two improvement projects per boy and 2.8 supplementary practices.

Last year we conducted a 1000-mile trip to the Ozarks. This vacation and sight-seeing trip included Roaring River State Park, Missouri, Eureka Springs, Arkansas, Lake of the Ozarks, Bagnell Dam, and State Capitol and Penitentiary at Jefferson City, Missouri. The total cost was $5.00 per member and $30.00 from the chapter.

Community Service Prominent

We assisted with the county fair, farmers' evening school, and the Osceola Corn Show. Our chapter mixed 7,200 pounds of minerals and feeds during the year in connection with the evening school. These feeds were used by boys and adults.

We sponsored a local public speaking contest in which 20 members prepared and presented their own speeches.

A joint shop and F. F. A. building has been built, with our chapter investing $35.

Our chapter has rated second in the Iowa F. F. A. chapter demonstration contest for the past two years, and has won recognition in the district rating again this year.

We believe in a well-rounded program which furnishes *participation* for all members, gives *service* to our community and school, *develops* competent and aggressive *leaders*, and develops a supervised practice program that will make for *thrift* and *will establish the boys in farming.*

Developing Future Farmers as Speakers

E. L. COLLINS, Advisor,
Chanute, Kansas

THREE years ago the Chanute chapter held its first chapter public speaking contest with 16 members participating. This activity has grown each year until last year 32 members took part.

This contest has not been held with the idea of producing orators, but for the purpose of giving a large number of boys training and experience in giving the kind of talks that they will make at farm and other meetings later in life.

The boys who are entered in the contest compete in groups according to their classification in school. The freshman boys give two-minute talks; sophomores, three minutes; juniors, five minutes; and seniors, ten minutes. The participants are urged to select simple subjects in which they are interested. A sample of the topics includes such as the following: "History of Certain Breeds of Live Stock," "Production of Certain Crops," "Various Phases of Feeding," "History of the F. F. A.," "Purposes of the F. F. A.," "Soil Conservation," and "Home Improvement."

Many of the boys make arrangements with their English teacher to write their term theme on a topic suitable for the public speaking assignment. In this way, a boy is more interested in writing his term theme, and also has his material for his speech. The talks are given extemporaneously rather than from memory. Some class time in agriculture is used to prepare the talks, since most of the reference material used is from the vocational agriculture library.

The speeches, in final form, are judged by faculty members of the local speech and English department. The judges classify all speeches into three divisions, and each boy receives a ribbon corresponding to his rating as follows: *Superior*—blue ribbon, *Excellent*—red ribbon, and *Good*—white ribbon. The judges select the best talk in each division to represent the local chapter in the district F. F. A. public speaking contest.

District Public Speaking Contest

The Chanute chapter has also sponsored a district public speaking contest for three years. Last year 52 boys from 15 chapters gave talks. The boys were divided into the four divisions for as many classes, and the talks were rated in the same manner as in the chapter contest. To add more interest to the contest, the talks were scored as well as rated, so that the four boys' scores from one school could be added to make up the team score. Each school entered a team of four boys, representing at least three divisions of the contest.

The time necessary for conducting the contest was made shorter by holding the first three divisions of the contest in the afternoon in three different rooms with a separate judge for each division. At the evening session where the fourth division speeches were given, the best speaker from each of the other divisions gave his talk before the whole group.

The team competition not only adds interest but it makes it possible for more

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Parliamentary Procedure Contests

BURDETTE GRAHAM, Teacher, Prairie City, and
H. M. STRUBINGER, Teacher, Good Hope, Illinois

CONSIDERABLE interest in parliamentary procedure contests has developed in certain sections of Illinois. The teachers in one section for several years have been conducting an annual contest for the F. F. A. chapters in that section, following a procedure that varies somewhat from procedures in other contests of this type. It is unusually interesting. The boys enjoy matching their wits with boys from other schools. The procedure can be taken home and adapted to a local chapter. Those who have participated indicate that the contest has done much to stimulate a better knowledge of parliamentary procedure and to get more effective business procedure incorporated in regular F. F. A. meetings.

The present set of rules has been worked out over a period of years by the teachers who have taken part in the contests.

Rules of Contest

1. A team will consist of six boys, one of whom will act as chairman and one of the six will serve as secretary. Another of the six will act as chairman for the team and will remain outside the contest room until his turn to preside. The secretary will sit with the teammates and act as one of them, except when his own chairman is in charge, when he will sit at the front of the room by his chairman.

2. Members of teams will be seated together and all teams make up the large group which all chairmen will take charge of for certain periods.

3. Each chairman will preside over the group for at least seven minutes. If the judge feels that this period has not been long enough for him to determine the ability of any chairman he may have the timer delay the time bell until the judge is satisfied. (This is necessary as some chairmen have little brought up against them in the regular period which will test their ability. Such cases are impossible to judge and also impossible for good chairmen to overcome. Giving more time should bring out the ability as if not brought out by the teams, the judge may ask some questions.)

4. Team members will introduce any kind of business or discussion, the idea being to show their ability by bringing up things which test the ability of the chairmen and other team members. Various types of motions should be made, as well as discussion of an extemporaneous nature on any or all topics.

5. Team members will be numbered, each individual in the contest having a different number so that the judge will have no chance to confuse members from different schools.

6. All teams will be seated directly in front of the chairman and the judge so that all can be seen and easily recognized when they rise.

7. Practice in speaking loudly enough and distinctly enough will be necessary as the contest will be held in a rather large room, and the chairman will be seated a considerable distance from the group.

8. When a chairman from a school is in charge his own teammates will not take part in the contest.

9. A qualified person will judge the event in order that the rules will be followed accurately.

10. Robert's Rules of Order will be used as the final authority for judging accuracy of rules.

11. The judge will use a score card for each school. In addition he will have an assistant who will keep a record of the number of times each team member is up, and the number of times each team member is found to be wrongly informed about rules. The idea here is to secure uniform participation from all members of a team and to prevent members from guessing about rules which would only delay and confuse the meeting rather than test the ability of anyone. The best technique will be to bring up many and varied procedures in proper usage instead of wrong procedures.

12. A banner will be presented to the winning team.

13. The meeting will be opened by the officers of the host chapter using official ceremonies.

Score Card for Judging Parliamentary Procedure Contest

I. Chairman	Perfect Score 40
Voice, emphasizing ability to be understood	10
Knowledge of rules	20
Ability to handle meeting	10
Notes on chairman: Total	..
II. Secretary (As aid to chairman)	Perfect Score 10
Ability to keep chairman informed	5
Completeness of record (as observed by judge)	5
(Records of secretary will be left with judge as soon as each chairman finishes) Total	..
III. Team (Includes secretary but not chairman)	Perfect Score 50
Uniform participation of team members (Judged from assistant's record as listed in rule II)	10
Voice (Ability to be heard and understood)	10
Knowledge of rules	20
Extemporaneous ability	10
Total	..
Grand Total	
Rank of Team	

Book Reviews

Agriculture in Modern Life, by O. E. Baker, Ralph Borsodi, and M. L. Wilson. 303 pp., published by Harper & Brothers, New York, price $3.50. Three points of view on the problems facing agriculture today are presented by three experts in the economics of agriculture. Each writing independently of the other and in his own particular field of competence arrives at a broadly similar conclusion—that the emphasis on agriculture as a commercial enterprise is destroying the vastly more secure and satisfying conception of agriculture as a way of life. O. E. Baker, Senior Agricultural Economist in the Division of Farm Population and Rural Life, U. S. Department of Agriculture, discusses two significant trends in agriculture; (1) the gradual loss of land ownership by farming people, and (2) the declining birth rate. Ralph Borsodi, leading exponent of self-sufficient living in his practical experiments at Suffern, New York, indicates the parallel courses of agriculture and modern life and shows how the undermining forces at work to commercialize, industrialize, and urbanize it defeat the farmer's desire for a happy, self-sufficient existence. M. L. Wilson, Director, U. S. Extension Service, U. S. Department of Agriculture, adopts a wide cultural approach, believing that economic wisdom is not enough in any consideration of agricultural problems that by common consent are defined as economic. The final chapter is an interesting dialog in which the three authors discuss points of agreement and disagreement and the future of rural life. Teachers and students in the field of vocational agriculture will be greatly benefitted by careful study of this stimulating presentation of three points of view on agriculture in modern life.—A. P. D.

Establishing Approved Farm Practices in Vocational Agriculture, by R. A. Power. 99 pp., paper cover, published by R. A. Power, Viroqua, Wisconsin, price $1.00. Teachers of vocational agriculture from 35 states contributed articles of approximately 500 words, each setting forth in detail how an approved farm practice for his community had been established thru the teaching of vocational agriculture. Fifty-eight articles are included in the booklet representing established approved farm practices in every section of the United States. This case-record booklet should prove stimulating to teachers of vocational agriculture as well as to members and officers of the Future Farmers of America.—A. P.D.

Modern Methods and Materials for Teaching Science, by E. D. Heiss, E. S. Obourn, and C. W. Hoffman. 351 pp., illustrated, published by the Macmillan Company, price $2.50. The book is designed as a textbook for those courses in methods of teaching science which are now being given in many colleges and universities, and to serve as a source book of information for those teachers of science, at whatever level they may be working, who wish to keep up to date with modern trends in the teaching of science. As a source book of science information this book will be of especial value to teachers of vocational agriculture.—A.P.D.

F. F. A. Speakers

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boys to compete. This district contest is also a great help in promoting the chapter contest, since the boys all know that one from each class gets to enter the district contest.

This contest starts boys out early in public speaking and is excellent citizenship and leadership training for F. F. A. officers, leaders, and members. It gives the teacher an opportunity to use more boys for talks at meetings, banquets, and community activities.

This type of activity is no doubt one of the most difficult to promote in a chapter in the beginning stages, but after it is once started it is easy to carry on year after year.

Co-operative Marketing

(Continued from page 112)

who are still in school. Their previous training in school gives them a good working basis for the special knowledge required in production, and their natural ambition to get ahead makes them ready to adapt themselves to new conditions as they find them. The best ages for these boys usually lie between 20 and 25, but exceptions both ways are quite likely.

It has become quite apparent in the development of the Young Farmers' Association that a double co-operative is necessary for the marketing to spread to other schools and places. If each county organizes a marketing co-operative, some way of selling the surplus products from some of them will necessarily develop. Thus, while each association will pay particular attention to local market demands, production opportunities, and the physical and financial organization of its own, it will be vitally necessary that there be a surplus marketing co-operative for the sale of surpluses from all the county associations. Therefore, the plan really resolves itself into a double-barreled program, one barrel for the local markets, and the other for the sales of the surpluses of the combined local co-operatives.

Advantages Summarized

The strong points of the program thus proposed are: First, each unit has gone thru the problems faced by every co-operative. Second, the study and solution of these problems are fully understood by all those participating. Third, the costs of marketing co-operatively, as against individual marketing, are more fully understood and the results more fully appreciated. Fourth, the persons making up the beginning of the association are young and flexible, with a long future of marketing ahead. Their success will attract older farmers and will have a profound influence on younger boys who will enter farming. Most of these boys or young men will soon marry, and will naturally raise their boys with the knowledge and facts they themselves have found to be true—by studying co-operative marketing, and by marketing co-operatively.

*From an address delivered at The American Institute of Co-operation held July 8–15, 1940, Michigan State College, East Lansing.

Personal and Professional

Professor Harry Sanders of Virginia Polytechnic Institute has been named successor to the late Dr. E. C. Magill as head of the department of vocational education at that institution.

Professor Henry S. Brunner, head of the department of rural education at Pennsylvania State College, is on sabbatical leave to complete his studies for the doctorate in agricultural education at Ohio State University. During Professor Brunner's absence Dr. W. A. Broyles is acting as head of the department, and Mr. Glenn Stevens, teacher of agriculture at Mifflinburg, Pennsylvania, is serving on the teacher-education staff on a ten-month leave of absence.

Mr. O. D. Adams, state director of vocational education for the state of Oregon, has been granted a six-month leave of absence to serve at the Bremerton Navy Yards, where he has been appointed training officer for the Thirteenth Naval District, Seattle, Washington.

Professor F. E. Armstrong, of the department of agricultural education of the University of Hawaii, has returned to his duties after a year's exchange professorship at Pennsylvania State College. While at the state college Mr. Armstrong completed the requirements for the Ph. D. degree.

Ralph E. Noble, formerly state director of vocational education in Vermont, has been appointed commissioner of education in that state.

Dr. Edwin A. Lee, formerly professor of vocational education, Teachers College, Columbia University, has been named dean of the school of education, University of California, at Los Angeles.

E. Y. Noblin, teacher of agriculture at South Boston, Virginia for the last 14 years resigned his position on October 1 to become assistant professor of education at Virginia Polytechnic Institute.

Dr. R. H. Woods, State Director of Vocational Education in Kentucky has been appointed a member of the staff of the Defense Advisory Commission.

A Three-Year Follow-up Program

(Continued from page 113)

bers have carried on a total of 19 approved practices on 176 farm situations. This represented 540 acres of agricultural land with approved practices on them. This tabulation is made after visiting the farms during the two years and shows very specific practices being carried on as direct outgrowths of the courses.

The following are some of the outstanding results of the approved practices: nine farmers are using cultipackers for the first time, which means that 50 acres of seeding has been thus improved; nine farmers are using inoculation for 40 acres of sweet clover and alfalfa seedings; there are better applications and selections of fertilizers on 420 crop acres, representing 38 farms. Several farmers feel that the crop increases from the adoption of one practice have more than paid for their effort in attending the series of courses.

Third Year's Work

During the past winter two courses were given dealing with livestock feeding. Forty-four out-of-school young farmers and operating farmers have been coming in to these courses. This group is now carrying out 100 approved practices on their farms in the livestock enterprises as a result of these courses. At the concluding meeting of the year in March, certificates of attendance were presented to the class members. It was of interest to note that 11 members of the group have been in attendance in the courses for the past three years. One member, Mr. Eggli, a local operating farmer, had maintained a perfect attendance record for these three years. It does seem that this consistence of attendance speaks for itself in establishing the value of such courses as they are offered to the adults and out-of-school youth of a community.

Name of Approved Practice	Actually Followed First Time	Name of Unit	Scope No. of Units
Inoculate legume	9		40
Reinforce manure with phosphorus	10		
Top-dress fall grain	3		13
Use fertilizer as recommended by M. S. C.	7	Corn, Alfalfa, Cabbage	180
Use P & K on legume seeding	8		100
Apply N to fruit 3 weeks before bloom	3	Cherries, Apples	39
Add elements shown to be deficient by tests	10	Corn, Sweet Clover	35
Test soil and lime it	15		24 acres, 4 tons
Cultipack seed bed	9		50
Use brome grass with alfalfa	6		49
Scrape weeds as cultivation practice	1	Corn	5
Drag after planting corn or potatoes	2	Corn	14